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ABSTRACT

THIS STUDY REPRESENTS THE LAST OF FOUR STUDIES DEVOTED TC PRCVISIONAL CERTIFICATION IN ILLINOIS--TO THE PROBLEMS OF PROVISIONALLY CERTIFICATED PERSONNEL IN OBTAINING REGULAR TEACHING CERTIFICATES AND THE WAYS IN WHICH THESE PROBLEMS CAN BE ALLEVIATED THROUGH THE COOPERATION OF TEACHER TRAINING INSTITUTIONS, LOCAL SCHOOL SYSTEMS, COUNTY SUPERINTENDENTS, AND THE STATE OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION. OBJECTIVE-TYPE QUESTIONNAIRES WERE USED IN THIS INDEPTH STUDY OF A SELECTED SAMPLE OF PROVISIONALLY CERTIFICATED TEACHERS AND THE ADMINISTRATORS WHO INTERACT WITH THEM DAILY. THE QUESTICNNAIRES CCVERED 26 AREAS OF INQUIRY AND WERE DESIGNED TO DEAL WITH SUCH QUESTIONS AS: "WHY DID THESE PERSONS ENTER TEACHING WITHOUT A REGULAR CERTIFICATE? HOW ARE THEY TREATED ON THE JOB? WHAT ARE THEIR FUTURE AMBITIONS WITH REGARD TO TEACHING?" SECTICN 2 OF THIS REPORT PRESENTS DATA PROVIDED BY TEACHERS; SECTION 3, DATA PROVIDED BY THEIR SUPERINTENDENTS; AND SECTION 4, A SUMMARY AND ANALYSIS OF THE RESULTS. AMONG THESE RESULTS ARE: (1) THAT THE HIGHEST DEGREE OF CONCENSUS BETWEEN SUPERINTENDENTS AND TEACHERS WAS IN THEIR FEELING THAT A PRIMARY REASON FOR THE LACK OF A REGULAR CERTIFICATE IS THE FACT THAT TEACHING IS OFTEN A LATE OR SECONDARY CAREER CHOICE, AND (2) THAT THE MOST APPARENT CONFLICTS OF OPINION CCNCERNED THE STATUS AND THE JCB EFFICIENCY OF PROVISIONALLY CERTIFICATED PERSONNEL. INCLUDED IN THE REPORT ARE COPIES OF THE TWO QUESTIONNAIRES WHICH WERE USED. (RELATED DOCUMENT IS SP 003 583.) (JES)

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The Status, Efficiency, and Motivation of Provisionally Certificated Personnel in Illinois

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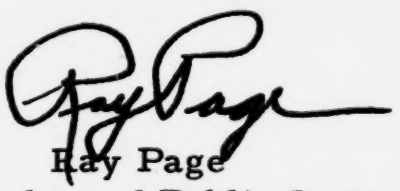
FOREWORD

This study represents the last of four studies devoted to Provisional Certification in Illinois. One purpose of all four studies has been to illuminate the problems of provisionally certificated personnel in obtaining a regular teaching certificate. A second and more essential purpose has been to furnish a guide for future action to teacher training institutions, local school systems, county superintendents, and the Office of the Superintendent of Public Instruction.

The results of such action should lead to an even more highly qualified teaching staff in Illinois. This, in turn, cannot help but improve the quality of education received by every student within the State.



Ray Page
Superintendent of Public Instruction

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I. OVERVIEW

The linear data contained in Volume 1 in the current series of studies on Provisional Certification provided a clear profile of provisionally certificated personnel within the State of Illinois. Based on the results of that study, it was possible to draw certain inferences regarding the training, experience, and background of provisionally certificated personnel.

However, several questions remained unanswered. For example, why did these persons enter teaching without a regular certificate? How are they treated on the job? What are their future ambitions with regard to teaching?

It was to answer questions such as these that an in-depth study was made of a selected sample of provisionally certificated teachers and the administrators who interact with them on a daily basis. Their opinions, attitudes, motivations, and actions in certain crucial areas were studied by means of objective-type questionnaires. Because of the difficulties inherent in the use of the questionnaire technique, an effort was made to insure that the wording of the questionnaires was clear and that the results obtained were reliable.

The clarity of the two instruments used was insured through careful field testing. In actual use, the number of unusuable returns turned out to be quite small, while the total percentage of returns was quite high. These facts provided partial evidence that the form was relatively easy to understand.

Additional evidence was obtained through a series of interviews conducted with several persons who had completed the form. These interviews indicated that in most cases the questions asked were understandable and that the alternative responses provided for their choice were adequate for the respondents to express themselves. The series of interviews also provided evidence pertaining to the reliability of the responses. The interviews tended to indicate that, on the whole, persons had answered honestly and completely.

Further investigation showed that there was also a high degree of consistency between responses on the questionnaires used and responses made on other instruments utilized in the overall study of provisional certification; e.g., the open-ended questionnaires discussed in Volume III of the Provisional Certification Series. As a consequence, it seems that we could probably put as high a degree of confidence in the results obtained as we can realistically hope to obtain through the use of questionnaires under any circumstance.

The data obtained from provisionally certificated teachers are illustrated and explained in detail in Section Two of this report. Data obtained from a sample of school superintendents having extensive experience with provisionally certificated teachers are contained in Section Three.

The results of both sections are then summarized and contrasted in Section Four of the report.

II. ADDITIONAL DATA ON THE STATUS, MOTIVATION, AND BACKGROUND OF PROVISIONALLY CERTIFICATED TEACHERS

As a follow-up to the April, 1968, study of teachers holding provisional certification in Illinois, a second questionnaire was sent to a selected sample of provisionally certificated teachers in May, 1968. The questionnaire was divided into two parts. One part sought the answers to four open-ended questions dealing with teacher certification. A second part attempted to collect data on the status and position of provisionally certificated teachers within their local school districts by means of a series of questions utilizing an objective type format. It is on the second objective response portion of this questionnaire that this study focuses.

The sample of 700 teachers polled was chosen at random from a total population of approximately 4,500 provisionally certificated teachers who had responded to the April, 1968, questionnaire which dealt with the background and educational needs of provisionally certificated teachers. Of the 700 questionnaires mailed out, a total of 564 usable questionnaires were returned on time. Ten more were received incomplete or arrived too late for processing. An additional seven were returned to us unanswered for miscellaneous reasons. Unfortunately, the spring school semester ended before a comprehensive follow-up could be initiated. The percentage of usuable returns which arrived in time for processing came to 80.57% with the total returns coming to 83% of the total.

The questionnaire itself is included at the end of the current study as Appendix A. It should be noted at this point that in all initial calculations of data, values were determined on both a regional and statewide basis. Since no regional differences were noted, only statewide statistics are included in this final report. Regional statistics are available at the Department of Educational Research, Office of the Superintendent of Public Instruction, State of Illinois.

In Part A of the questionnaire the reasons for provisionally certificated teachers entering teaching are investigated. Each teacher polled was asked to select and rank the three most important reasons for his entering teaching. The reasons ranked as number one by a teacher were given a value-weight of three units; the second ranked choices were given a value-weight of two units; third ranked choices were given a value-weight of one unit, and all remaining unmarked reasons were awarded no units. The total number of units awarded each response category for all 564 respondents was then calculated. This total, in turn, was divided by the actual number of persons who responded to each item in order to arrive at the average value accorded each reason by the teachers polled. In this way, a hierarchy of reasons for entering teaching was established. The data so obtained are contained in Table 1.

Judging from the responses, it would appear that the major reason for provisionally certificated teachers entering teaching was a desire to work with young people. The second most popular reason for entering teaching was the opportunity for rendering important service, while

interest in subject matter ranked third. As indicated, the rankings of particular reasons were quite stable across regions with no major deviations. It is a major concern, however, that in questionnaires of this type the availability of socially sanctioned alternatives may lead to their selection over less desirable alternatives. This danger is increased when only a limited range of alternatives is presented. However, as partial checks on this phenomenon, reality checking was carried on by means of personal interviews and an allowance was made for writing in additional reasons.

Table 1

Reasons For Entering Teaching

The following answers were received in response to the questions noted below:

A. What were the three (3) most important considerations in your choice of teaching as a career?

	Total Sum, All Responses	Average Value	Ranking Based On Average Value
18. Opportunity for Rendering Important Service	632	1.12	2
19. Financial Rewards	107	.18	11
20. Job Security	178	.31	7
21. Other Factors (holidays, etc.)	264	.46	5
22. Stop-Gap Until Marriage	22	.03	13
23. Example-Favorite Teacher	154	.27	9
24. Previous Work Unrewarding	174	.30	8
25. Easy Program	16	.02	14
26. Tradition	83	.14	12
27. Long Term Ambition	344	.60	4
28. Desire to Work with Young People	842	1.49	1
29. Availability of Job	204	.36	6
30. Interest in Subject Matter	414	.73	3
31. Other Reason	145	.25	10

An inspection of the statistics indicating the number of times each reason was selected as a first, second, or third choice yielded no real surprises. The item selected both as first and second choice most frequently was item 28. Item 18 had the second largest total of both first and second selections as a reason for entering teaching.

Part B of the questionnaire, outlined in Table 2, asked provisional teachers where they first learned about the Illinois State certification requirements. Over 34% of the teachers polled stated that they first discovered State certification requirements from their county superintendents; 17.19% said they learned of the requirements from their college, and 14.53% from the Teacher Certification Board. These three sources of information accounted for nearly 66% of the total responses. It is interesting to note how deep in last place State bulletins and counselors ranked. There were more "no replies" than persons who selected either reply. This would seem to indicate that both sources of communication are not perceived as fulfilling a significant function in terms of acquainting potential teachers with certification requirements.

The findings in Part C, Table 3, appear reasonably consistent with the results of Part B. Over 64% of the respondents indicated that they did not learn of State teacher certification requirements until after graduation from college. Despite the obvious fact that some of the persons polled may have been completely disinterested in teaching as a career in college, this still seems to indicate a vast area for improvement. Even more significant may be the fact that only 2.3% of the provisional teachers

Table 2

Sources of Information Regarding Certification Requirements

B. How did you first learn about Illinois certification requirements?

32.	Frequency of Response	Percentage	Ranking
No Reply	10	1.77	8
1. College	97	17.19	2
2. Counselor	5	.88	9
3. County superintendent	194	34.39	1
4. District superintendent	71	12.59	4
5. Other	20	3.54	7
6. State bulletin	5	.88	9
7. Teacher Certification Board	82	14.53	3
8. Friend	39	6.91	6
9. Teacher	41	7.26	5
TOTAL	564	100.00	

Mean = 4.18

Table 3

Time at Which Knowledge of Certification Requirements Was Gained

C. When did you first learn about Illinois State certification requirements?

33.	Frequency of Response	Percentage	Ranking
No Reply	8	1.41	5
1. High school	13	2.30	4
2. College	177	31.38	2
3. After college, five years or less	194	34.39	1
4. After college, six years or more	172	30.49	3
TOTAL	564	100.00	

Mean = 2.90

said they learned of the requirements in high school. This fact takes on even deeper meaning when we discover that according to Part D, Table 4, 27.83% of the teachers polled said that they decided to enter teaching while in high school or earlier. Another 44.5% decided on teaching as a career at some period between the time they left high school and the time they embarked on a career subsequent to college graduation. If these statements have at least partial validity, they appear to indicate that the optimal time to impress teacher certification requirements on potential teachers may be at the high school and/or college level. It is most likely that multiple communications may be essential due to the basic nature of human beings.

In Part E (Table 5), a series of questions asked our sample of provisionally certificated teachers how they perceived themselves as fitting into the role of teacher in their individual teaching positions. To the question, "In your opinion, how adequately are you prepared for the position you now hold?", less than 4% of the teachers polled indicated that they felt poorly prepared or not too well prepared. Over 95% of our sample said they felt at least fairly well prepared to teach. This could well explain, at least in part, the reluctance of provisional teachers to return to college for additional course work as indicated in this and other studies. If teachers holding provisional certification do, in fact, see themselves as being well prepared and competent, this fact could hold a clue to several of the problems presently inherent in provisional certification. For, as we found in Section II of this study, our sample of superintendents

Table 4

Time at Which Decision Was Made to Enter Teaching

D. When did you first decide to become a teacher?

34.	Frequency of Response	Percentage	Ranking
No Reply	5	.88	6
1. High school or earlier	157	27.83	1
2. After high school, but before College	39	6.91	5
3. College	123	21.80	3
4. After college, but before entering another profession	88	15.60	4
5. After working at another profession for a period of time	152	26.95	2
TOTAL	564	100.00	

Mean = 3.04

Table 5

Preparation for Present Position

E. In your opinion, how adequately are you prepared for the position you now hold?

35.	Frequency of Response	Percentage	Ranking
No Reply	5	.88	5
1. Poorly prepared	4	.70	6
2. Not too well prepared	15	2.65	4
3. Fairly well prepared	182	32.26	2
4. Well prepared	298	52.83	1
5. Extremely well prepared	60	10.63	3
TOTAL	564	100.00	

Mean = 3.67

as a group did not rank provisionally certificated teachers on an equal footing with regularly certificated personnel. The superintendents polled ranked provisionally certificated personnel as less satisfactory than regularly certificated personnel in several important categories.

The difference in the perception of competence on the part of the teachers polled and the superintendents polled could explain some of the conflicts encountered in forcing provisionally certificated personnel to take additional course work.

Part F, Table 6, indicates, however, that despite the fact that they feel qualified to handle their current positions, over 75% of the provisionally certificated teachers felt it either important (23.93%) or very important (52.48%) to obtain a regular certificate as soon as possible. So provisionally certificated teachers do seem to feel an urgency to obtain a regular certificate.

Moreover, they feel generally that they do have an opportunity to use their noneducational majors (Table 7) and do prefer teaching to working in the area of their noneducational major (Table 8). The combined impact of Part E through H would seem to indicate general satisfaction with teaching as a career on the part of the teachers polled.

It would appear that in the perceptions of the teachers involved, their respective school systems are satisfied with them. As indicated by the response in Part I (Table 9), over 46% of the teachers seem to be saying that they do not perceive themselves as being held back in their careers by lack of a regular certificate. At least they feel that a regular certificate would be of little or no help in gaining promotion.

Table 6

Personal Importance of Regular Certification

F. How important is it for you in terms of job security, personal satisfaction, etc., to obtain a regular certificate as soon as possible?

36.	Frequency of Response	Percentage	Ranking
No Reply	12	2.12	6
1. Very important	296	52.48	1
2. Important	135	23.93	2
3. Fairly important	69	12.23	3
4. Not too important	30	5.31	4
5. Not important at all	22	3.90	5
TOTAL	564	100.00	

Mean = 1.77

Table 7

Opportunity to Use Noneducational Major

G. How much opportunity do you have to use your major field in your present position?

37.	Frequency of Response	Percentage	Ranking
No Reply	8	1.42	6
1. None	28	4.96	5
2. Very little	68	12.06	4
3. Some	106	18.79	3
4. Frequent	112	19.86	2
5. Very frequent	242	42.91	1
TOTAL	564	100.00	

Mean = 3.79

Table 8

Working Preference

H. Do you prefer teaching to working in the area of your noneducational major?

38.	Frequency of Response	Percentage	Ranking
No Reply	29	5.14	4
1. Yes	392	69.50	1
2. No	41	7.27	3
3. Not sure	102	18.09	2
TOTAL	564	100.00	

Mean = 1.38

Table 9

Value of Regular Certification

I. How much would holding a regular certificate help you to use your noneducational major as such openings and/or opportunities arise in your school system?

39.	Frequency of Response	Percentage	Ranking
No Reply	45	7.98	6
1. Not at all	156	27.66	1
2. Very little	104	18.44	2
3. Some help	89	15.78	4
4. Moderately helpful	96	17.02	3
5. Extremely helpful	74	13.12	5
TOTAL	564	100.00	

Mean = 2.45

These results seem to contradict the findings of Part F, Table 6, which indicated that the teachers polled felt a necessity to obtain a regular certificate as soon as possible. It may be that the teachers polled were making some type of logical distinction. However, it seems more likely that certification is seen as having little bearing on the day-to-day operations of a school system.

Values of Additional Course Work

Beginning with Part J, questions were asked of the teachers sampled regarding the value of additional course work in helping provisionally certificated teachers on the job. The response pattern to Part J, which asked to what extent additional course work in educational methods would assist provisional teachers in the performance of their duties, formed a typical normal distribution pattern. The mean, median, and mode fell at value three and the remaining responses fell into a normal pattern, as noted in Table 10, with almost as many opposed to additional course work as were in favor of it.

In contrast to this, over 84% of the teachers felt that additional course work in content area other than education would assist them in improving their teaching. (Table 11, Part K.) This seems to be part of an overall pattern noted in all sections of the completed study of provisional certification. Teachers and administrators both seem to feel that education courses, in general, and methods courses, in particular, at least as currently taught, are often a waste of time. Differences of opinion are to be found, however, with regard to the value of specific courses, especially in the case of student teaching.

Table 10

Value of Methods Courses

J. To what extent do you feel additional course work in educational methods would assist you in the performance of your duties?

40.	Frequency of Response	Percentage	Ranking
No Reply	8	1.42	6
1. Not at all	57	10.11	5
2. Very little	117	20.74	3
3. Some help	160	28.37	1
4. Moderately helpful	148	26.24	2
5. Extremely helpful	74	13.12	4

Mean = 3.07

Table 11

Value of Content Area Course Work

K. In your opinion, how much would additional course work in content areas other than education assist you to improve your teaching?

41.	Frequency of Response	Percentage	Ranking
No Reply	10	1.77	6
1. Not at all	27	4.79	5
2. Very little	49	8.69	4
3. Some help	168	29.79	2
4. Moderately helpful	183	32.44	1
5. Extremely helpful	127	22.52	3

Mean = 3.53

The response pattern to Part L, noted in Table 12, is a rather interesting one. Here, teachers were asked, "To what extent do you participate in programs involving innovation in your school district?" In 56.2 of the cases, provisional teachers felt they participated in programs involving educational innovation with the same frequency as regularly certified teachers. A total of 15.6% felt they did not participate in educational innovation at all, but 20% felt they participated in more innovative projects than regularly certified teachers. The response pattern would seem to indicate that in the area of innovation some districts may shut out provisionally certificated teachers entirely, while other districts prize their skills dearly, at least as perceived by the teachers themselves.

The same response pattern carries over into Part M which asked, "How regularly are you involved in the initiation of new educational programs and procedures in your school district?" The responses to this question are contained in Table 13. It may be that there was not a clear enough distinction in the minds of the respondents between Parts L and M. Clearly, there appears to be some halo effect, since even the percentages are almost identical. But it could also be that all new programs, innovative or not, are handled in much the same way by the majority of school districts.

In view of all the shots taken at student teaching by teachers and administrators in this and other sections of the provisional teacher study, it is interesting to compare the results of Part N, Table 14, with Part O,

Table 12

Opportunity to Participate in Innovative Programs

L. To what extent do you participate in programs involving educational innovations in your school district?

42.	Frequency of Response	Percentage	Ranking
No Reply	23	4.08	5
1. Much more than regularly certificated teachers	44	7.80	4
2. Somewhat more than regularly certificated teachers	69	12.23	3
3. Same frequency as regularly certificated teachers	317	56.21	1
4. Less than regularly certificated teachers	23	4.08	5
5. Not at all	88	15.60	2

Mean = 2.95

Table 13

Participation in New Educational Programs

M. How regularly are you involved in the initiation of new educational programs and procedures in your school district?

43.	Frequency of Response	Percentage	Ranking
No Reply	24	4.26	5
1. Much more than regularly certificated teachers	40	7.09	4
2. Somewhat more than regularly certificated teachers	72	12.77	3
3. Same frequency as regularly certificated teachers	327	57.97	1
4. Less than regularly certificated teachers	20	3.55	6
5. Not at all	81	14.36	2

Mean = 2.92

Table 15. Those persons who had not taken student teaching (Table 14) generally felt that it would be of little or no help to them. On the other hand, those who had taken student teaching (Table 15) felt it had been moderately or extremely helpful to them. The fact that the expressed opinions are so contradictory seems to indicate that it may be the problem of personal inconvenience inherent in taking a student teaching course that causes a negative reaction, as opposed to what is taught in the course.

In Table 16, the values assigned to indicate the relative value of student teaching are compared on the basis of whether or not the respondent had taken student teaching yet. Those values assigned to indicate the relative worth of student teaching as perceived by those who have not completed student teaching are ranged across the upper half of the figure. The values attached by those who have completed student teaching are ranged across the bottom half of the figure. The scale of relative value ranges from the extreme negative value expressed (not at all) to the extreme positive value expressed (extremely helpful).

The X^2 technique was used to analyze the data. The final value of X^2 was 145.27, significant at better than the .001 level. This appears to indicate that there is, indeed, a significant difference in how provisional teachers view the value of student teaching, depending on whether or not they have completed the student teaching requirement.

Following the series of questions probing the perceptions of provisionally certificated teachers regarding the personal value of a regular certificate and/or additional course work to the individual teacher,

Table 14

Value of Student Teaching If Not Completed

N. In your opinion, how much would a course in student teaching assist you to improve your teaching performance?

44.	Frequency of Response	Percentage	Ranking
No Reply	234	41.48	
1. Not at all	76	13.48	2
2. Very little	111	19.68	1
3. Some help	87	15.74	3
4. Moderately helpful	32	5.67	4
5. Extremely helpful	24	4.25	5
TOTAL	564	100.00	

Mean = 1.43

Table 15

Value of Student Teaching If Completed

O. In your opinion, how much did your course in student teaching assist you to improve your teaching performance?

45.	Frequency of Response	Percentage	Ranking
No Reply	330	58.52	1
1. Not at all	20	3.55	6
2. Very little	28	4.96	5
3. Some help	32	5.67	4
4. Moderately helpful	62	10.99	3
5. Extremely helpful	92	16.31	2
TOTAL	564	100.00	

Mean = 1.58

Table 16

Comparison of Response Patterns to Items 44 and 45*

Not At All	Very Little	Some Help	Moderately Helpful	Extremely Helpful	Sub Total
(56.2)	(81.3)	(69.6)	(55.0)	(67.9)	
76	111	87	32	24	330
(39.8)	(57.7)	(49.4)	(39.0)	(48.1)	
20	28	32	62	92	234
96	139	119	94	116	564

* Expected frequencies in parentheses.

$X^2 = 145.07$
significant at .001 level
df. = 4
column subtotal

the focus of the questionnaire shifted. In Part P, all teachers polled were asked to respond to a series of statements bearing on their status within their individual school systems and on the working conditions provided relative to regularly certificated personnel. Eighteen items indicating areas pertaining to the employment and service of teachers were listed, as noted in Part P, Table 17. Each teacher was then asked to indicate next to each item whether, in his opinion, provisionally certificated or regularly certificated teachers were given preferential treatment in the area noted, or whether no preference was shown.

By studying this ranking (Table 17), it is possible to roughly determine those areas in which regularly certificated teachers were given preference (higher mean values and lower rankings) and those areas where provisionally certificated teachers were given preference (lower mean values and higher rankings). Preference, of course, is based on the perceptions of the teachers who completed the questionnaire.

If 100% of the respondents had indicated that provisionally certificated personnel were given preference in a specific category, the theoretical value of that category would be 1.00. Conversely, if 100% of the respondents felt regularly certificated personnel were given preference, the theoretical value of that same category would be 3.00.

A close look at the number of teachers choosing each response is also most revealing. The majority of the respondents indicated that no preference was shown, but in certain critical areas such as items 49 and 60, a high percentage of the respondents did indicate variance from the general trend.

Table 17

Status of Provisionally Certificated Teachers

P. Listed below are several general items pertaining to the treatment of teachers. Indicate next to each item whether, in your opinion, provisionally certificated teachers are given preferential treatment, whether no preference is shown, or whether regularly certificated teachers are given preferential treatment with respect to the items noted. Please answer all items by placing a check in the appropriate box.

	Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6
	No Response	Prov. Cert. Given Pref.	No Pref. Shown	Reg. Cert. Given Pref.	Mean	RANK
46. Opportunity to receive supervisory assistance	3.90	5.14	84.04	6.91	3.02	16
47. Opportunity to participate in school and district committees	3.01	.88	83.68	12.41	2.12	9
48. Opportunity to participate in professional negotiations	3.90	.70	74.11	21.27	2.21	6
49. Initial employment	5.14	1.59	43.43	49.82	2.51	1
50. Assignment to school and grade	4.78	.53	67.73	26.95	2.28	4
51. Salary	3.36	1.06	64.36	31.20	2.31	3
52. Fringe benefits	4.25	.53	86.87	8.33	2.08	11
53. Retirement benefits	4.78	.35	87.76	7.09	2.07	12
54. Total workload	3.72	.35	91.66	4.25	2.04	15
55. Leaves of absence	5.14	.70	93.68	10.46	2.10	10
56. Working conditions	4.07	.35	90.42	5.14	2.05	13
57. Opportunity to participate in leadership activities - team leader, etc.	4.60	.88	76.06	18.43	2.18	8
58. Opportunity to participate in development of policies	4.25	.70	75.35	19.68	2.20	7
59. Freedom in teaching	3.36	.70	89.18	6.73	2.06	14
60. Opportunities for promotion	6.38	1.41	52.30	39.89	2.41	2
61. Amount of time and effort devoted to evaluating teacher's performance	5.67	6.38	84.39	3.54	1.96	18
62. Transfer opportunities	5.85	1.24	65.78	27.12	2.27	5
63. In-service training	4.96	4.96	84.92	5.14	2.00	17

The response patterns made by teachers on their questionnaire on items 46 through 63 were compared with the response patterns made by district superintendents for the same items on their questionnaire (Items 18-35, Appendix B). An X^2 analysis indicated the response patterns of superintendents significantly differed from the response patterns of the teachers polled at the .01 level or better for all items. However, the relative rankings based on teacher responses closely corresponded to rankings based on superintendents' responses.

In order to arrive at a ranking of how provisionally certificated personnel were treated relative to regularly certificated personnel in the eighteen areas noted, each response was given an arbitrarily determined value and the mean calculated. If no response was given to a particular item, it was not included in the determination of the total or mean value for that item. If a teacher indicated that provisionally certificated teachers were given preference in one of the eighteen areas noted, the response was given the value one (1). Where a teacher indicated "no preference shown," the response was given the value two (2), and where regularly certificated personnel were seen as being given preference, the response was awarded the value three (3). The values for all responses to a particular item were then added together and the total divided by the number of persons who actually responded to a particular item. In this way, a mean value was derived for all eighteen items. The items were then ranked in descending order on the basis of this value.

The rankings are contained in Column 6, Table 17. The type of questions asked of respondents then moved from the area of on-the-job status to availability of teacher training courses while undergraduates.

When asked whether appropriate courses to meet the requirements for certification in Illinois were offered by the undergraduate institution they attended, the teachers polled answered with a resounding, "YES!" (Part Q, Table 18).

They responded further that, in the majority of cases, these same courses were available to them (Table 19). However, they had not taken the necessary courses. In view of this, it appears imperative that undergraduates be informed of certification requirements and motivated to fulfill these requirements prior to graduation. The fulfillment of these requirements is much more difficult after graduation.

Those teachers who answered, "yes" to Part R were then asked what prevented them from completing the courses necessary for certification. A frequency count indicating the relative importance of each is found in Table 20.

Finally, all teachers polled were asked how many more years they intend to teach. Their responses to this question are contained in Table 21. Judging from the responses given, it would appear that most provisionally certificated personnel intend to make teaching a career.

Summary

Judging from the results of this portion of the study, it would appear that we could make the following judgments regarding the so-called typical teacher holding provisional certification within the State of Illinois.

Table 18

Availability of Courses Appropriate For Certification At Institution

Q. Were appropriate courses to meet requirements for certification in Illinois offered by the undergraduate institution you attended?

64.	Frequency of Response	Percentage	Ranking
No Reply	17	3.01	4
1. Yes	424	75.17	1
2. No	69	12.23	2
3. Don't know	54	9.57	3
TOTAL	564	100.00	

Mean = 1.28

Table 19

Availability of Teacher Training Courses for Individuals

R. Were these courses available to you?

65.	Frequency of Response	Percentage	Ranking
No Reply	26	4.60	4
1. Yes	412	73.04	1
2. No	74	13.12	2
3. Don't know	52	9.21	3
TOTAL	564	100.00	

Mean = 1.26

Table 20

Reasons For Not Taking Teacher Training Courses

S. If appropriate courses were available to you, which of the following causes prevented you from completing these courses?

Cause	No. of Responses	Mean	Ranking
66. Met certification requirements of home state.	75	.13	3
67. Military service	5	.00	6
68. Financial need	49	.08	4
69. Illness	10	.01	5
70. Enrolled in another major course	222	.39	1
71. Other	156	.27	2

The four most frequent responses to item 71, "Other", were:

1. Married and raised family before finishing. (36 responses)
2. Course conflict or no time available in college. (20 responses)
3. No interest in teaching until after degree was earned. (8 responses)
4. Needed more guidance in college. (8 responses)

Table 21

Future Teaching Plans

T. How many more years do you intend to teach?

72.	% of Responses	Ranking
0. No response	2.48	5
1. 1 - 5 years	14.18	3
2. 6 - 10 years	6.02	4
3. 11 or more	35.28	2
4. Uncertain	42.02	1

Our typical provisionally certificated teacher entered teaching because of a desire to work with young people or to render an important service to the community. He learned of the certification requirements from his county superintendent or college either while attending college or within five years after graduation from college. The decision to become a teacher was made during college or earlier.

In terms of job qualifications, our typical teacher feels well prepared to teach, but still thinks that it is very important to obtain a regular certificate as soon as possible. He prefers teaching to working in the area of his noneducational major. However, this may be partially due to the fact that he still has an opportunity to use his noneducational major on his current teaching job.

To improve his teaching performance, the average teacher with provisional certification feels that content area course work would be of more benefit than additional methods courses, although both would be helpful. At least, in his opinion, not having a regular certificate does not prevent participation in new or innovative programs within the local district. Those teachers who had completed student teaching looked upon it as having real value; those who had not completed student teaching felt it would be of little value.

Generally speaking, the typical provisionally certificated teacher sees himself as being treated on the same basis as regularly certificated teachers. While he was in college, teacher training courses were available to him. However, largely because of enrollment in major course areas other

than education, courses sufficient to fulfill regular certification requirements were not completed. Of the teachers polled, 42% were uncertain of how long they would continue teaching, while 35% intended to teach 11 or more years.

All characteristics attributed to "typical" provisionally certificated personnel in this summary reflect the responses of a majority of the teachers polled to a particular question. It is understandable that few teachers would fit this mold exactly.

III. THE STATUS AND EFFICIENCY OF PROVISIONALLY CERTIFICATED PERSONNEL

Superintendents' Viewpoint

How do the capabilities of provisionally certificated teachers compare with those of regularly certificated teachers? How are provisionally certificated personnel treated with respect to regularly certificated personnel within their own school system?

This section of the current study explores the answer to both questions as perceived by a selected group of district superintendents within the State of Illinois. As one part of the study of provisional certification within the State of Illinois, a questionnaire (Appendix B) using a forced choice, objective-type format was sent to 100 local district superintendents within the State of Illinois. The purpose of the questionnaire, as noted above, was to determine the perceptions of district superintendents regarding two major factors:

1. The on-the-job status of provisionally certificated personnel.
2. The efficiency of provisionally certificated personnel.

The perceptions of both factors were determined relative to the status and efficiency of regularly certificated personnel. In addition, two other questions sought motivational data regarding provisionally certificated personnel.

District superintendents were selected to participate in this study on the basis of extensive experience with provisionally certificated personnel within their school systems. The superintendent of each local district in

Illinois employing more than 20 provisional teachers, as indicated by the 1966-67 Teacher Service Record, was sent a questionnaire automatically. Then a random sample was chosen from among those superintendents whose districts were reported to have between ten and nineteen provisionally certificated personnel, completing a sample of 100. Of the 90 questionnaires returned to the Office of the Superintendent of Public Instruction, 83 were fully completed and in usable form. The remaining seven questionnaires could not be used because the superintendent reported that he was new to the position and unable to give fair judgments, or that he felt unqualified to respond for other reasons.

It should be pointed out at this time that the data were originally treated on a regional basis. However, since no important regional differences were discovered, the data were then treated on a statewide basis.

In Part A of the questionnaire, the superintendents were asked how the treatment of provisionally certificated personnel differs from the treatment of regularly certificated personnel within their district with regard to eighteen key categories. These eighteen categories, listed in Part A, Table 22, dealt with conditions of employment and service. Each superintendent was asked to indicate whether, in his opinion, provisional teachers were given preference, regularly certificated personnel were given preference, or no preference was shown with regard to the eighteen categories listed. The percentage of responses in each category is indicated in Table 22, Columns 1-4. From an inspection of the data, it can be seen that an

appreciable number of responses indicated provisionally certificated teachers were given preference in the following three areas:

1. Oportunity to receive supervisory assistance.
2. Amount of time and effort devoted to evaluating teacher's performance.
3. In-service training.

It would appear, therefore, that in these three areas, provisionally certificated teachers are given special attention in at least some districts. However, the percentage of responses indicating favor shown provisionally certificated teachers is relatively small.

In contrast to this, we find several areas in which a relatively high percentage of superintendents indicated that regularly certificated teachers were given preference in their particular school systems. Of the eighteen categories listed, the following two categories were indicated by an extremely high percentage of superintendents as areas where regularly certificated personnel were given preference:

1. Initial employment (87.95%).
2. Opportunities for promotion (65.06%).

From the data noted in Columns 1-4 of Part A, Table 22, we can see that if any preference is shown, it is normally shown to regularly certificated teachers. However, the central trend is to treat regularly and provisionally certificated personnel on an equal basis in the majority of categories noted.

This fact is further indicated through an inspection of the mean values calculated for each category (Column 5). The mean value for each category was calculated by assigning a value of one to all responses indicating provisionally certificated personnel were given preference; a value of two to all

responses indicating no preference was shown; and a value of three where responses indicated regularly certificated teachers were given preference. The total value for all responses to a specific category was calculated and this sum divided by the total number of respondents to each category.

The mean values so calculated are contained in Column 5. Each category was then ranked in descending order based on this mean value (Column 6). Mean values around 2.00 indicate areas where little preference is shown. Higher mean values indicate areas where regularly certificated personnel are given preference; lower mean values point to areas where provisionally certificated personnel are given preference. The rankings provide quick reference to the relative standing of a particular category.

In order to determine whether or not the response patterns noted might be due to change, the data were analyzed by means of the X^2 technique. The X^2 values derived were all significant at better than the .001 level, indicating that the response patterns were probably not due to change.

The superintendents were also asked to indicate if their responses to the first eighteen categories were based on a definite district policy. The percentage of superintendents who indicated that district policies were in force in these areas is indicated in Table 23. An inspection of this table appears to indicate that in the great majority of circumstances, no district policy governs the treatment of provisionally certificated personnel relative to regularly certificated personnel.

Table 22

Status of Provisionally Certificated Personnel

The following answers were received in response to the questions noted below:

A. In your opinion, how does the treatment of provisionally certificated personnel differ from the treatment of regularly certificated personnel in your district with regard to each of the following categories? Please indicate by placing a check in the appropriate column. Answer all items in Section A.

	Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6
	No Response Perc.	Provisionally certificated teachers given preference Percentage	No preference shown Percentage	Regularly certificated teachers given preference Percentage	Mean	Ranking
18. Opportunity to receive supervisory assistance	.00	18.07	78.31	3.61	1.85	16
19. Opportunity to participate in school and district committees	.00	.00	97.59	2.40	2.02	11
20. Opportunity to participate in professional negotiations	1.20	.00	93.97	4.81	2.05	9
21. Initial employment	1.20	1.20	9.63	87.95	2.88	1
22. Assignment to school and grade	.00	.00	69.87	30.12	2.30	3
23. Salary	2.40	.00	80.72	16.86	2.17	6
24. Fringe benefits	.00	.00	100.00	.00	2.00	13
25. Retirement benefits	.00	.00	100.00	.00	2.00	13
26. Total workload	.00	2.40	97.59	.00	1.97	15
27. Leaves of absence	3.61	.00	86.74	9.63	2.11	7
28. Working conditions	1.20	.00	98.79	.00	2.00	13
29. Opportunity to participate in leadership activities - team leader, etc.	1.20	.00	78.31	20.48	2.21	4
30. Opportunity to participate in development of policies	1.20	.00	92.77	6.02	2.06	8
31. Freedom in teaching	1.20	.00	95.18	3.61	2.04	10
32. Opportunities for promotion	1.20	.00	33.73	65.06	2.66	2
33. Amount of time and effort devoted to evaluating teacher's performance	.00	21.68	78.31	.00	1.78	18
34. Transfer opportunities	1.20	1.20	77.10	20.48	2.20	5
35. In-service training	.00	18.07	81.92	.00	1.81	17
Value	0	1	2	3		

Categories 21 (Initial employment) and 23 (Salary) are noteworthy, however, in that a relatively large percentage of superintendents stated that their districts had a definite policy in these areas.

The response patterns of the 83 superintendents to all eighteen categories were compared with the response patterns of 564 provisionally certificated teachers to the same eighteen categories* and analyzed by means of the X^2 technique. The results indicated that the response patterns of the two groups were significantly different at greater than the .001 level in all cases. However, as noted in Section A of this study, the rankings based on the responses of teachers were relatively equivalent to those based on the responses of superintendents.

In Part B of the questionnaire completed by district superintendents, they were asked to compare provisionally certificated and regularly certificated personnel with regard to 20 important areas of job proficiency. Their responses are indicated in Table 24.

The percentage of superintendents responding to a specific category in a given way is noted in Columns 1 through 4 in exactly the same way as in Table 1. In addition, mean scores were calculated for each category (Column 5) and then each category was ranked in descending order (Column 6) as they were in Table 1 .

* Items 46 to 63, Appendix A

Table 23

Percentage of School Districts with a Definite Policy on Eighteen Categories Relating to Teacher Status

	Category	% of Districts with Definite Policy
18.	Opportunity to receive supervisory assistance	9.64
19.	Opportunity to participate in school and district committees	8.43
20.	Opportunity to participate in professional negotiations	7.23
21.	Initial employment	33.73
22.	Assignmemt to school and grade	9.64
23.	Salary	25.30
24.	Fringe benefits	18.07
25.	Retirement benefits	14.46
26.	Total workload	12.05
27.	Leaves of absence	15.66
28.	Working conditions	13.25
29.	Opportunity to participate in leadership activities - team leader, etc.	9.64
30.	Opportunity to participate in development of policies	9.64
31.	Freedom in teaching	8.43
32.	Opportunities for promotion	13.25
33.	Amount of time and effort devoted to evaluating teacher's performance	7.23
34.	Transfer opportunities	9.64
35.	In-service training	8.43

Table 24

Job Efficiency

B. In your opinion, how do provisionally certificated personnel compare to regularly certificated personnel in the following categories? Put a mark in one category only after each item.

	Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6
	No Response	Less satisfactory than regularly certificated personnel	Same as regularly certificated personnel	More satisfactory than regularly certificated personnel	Mean	Ranking
36. Length of service	1.20	26.50	67.46	4.81	1.78	10
37. Stability	1.20	19.27	77.10	2.40	1.83	7
38. Attendance	1.20	1.20	96.38	1.20	2.00	1
39. Promptness	2.40	2.40	93.97	1.20	1.99	2
40. Regard for legal responsibilities	1.20	9.63	87.95	1.20	1.91	4
41. Lesson planning	1.20	15.66	81.92	1.20	1.59	6
42. Knowledge of content	4.81	39.75	54.21	1.20	1.59	16.5
43. Up-to-dateness of information	2.40	40.96	55.42	1.20	1.59	16.5
44. Classroom management	1.20	33.73	63.85	1.20	1.67	14
45. Rapport with students	1.20	18.07	80.72	.00	1.82	8.5
46. Meeting individual needs	2.40	37.34	59.03	1.20	1.63	.5
47. Identification of problems of students	1.20	45.78	53.01	.00	1.54	18.5
48. Pupil achievement	4.81	26.50	67.46	1.20	1.73	11
49. Effectiveness in interpreting the school program	1.20	30.12	67.46	1.20	1.71	12.5
50. Parent relations	1.20	18.07	80.72	.00	1.82	8.5
51. Staff relations	1.20	9.63	89.15	.00	1.90	5
52. Development of curriculum materials	1.20	46.98	51.80	.00	1.52	20
53. Ability to appraise the effects of teaching	2.40	44.57	53.01	.00	1.54	18.5
54. Enthusiasm for teaching	2.40	10.84	81.92	4.81	1.94	3
55. Overall job performance	1.20	30.12	67.46	1.20	1.71	12.5
Value	0	1	2	3		

The results seem to indicate that provisionally certificated personnel and regularly certificated personnel are most alike in attendance, promptness, and enthusiasm for teaching. They appear least alike in their ability to develop curriculum materials, the ability to appraise the effects of teaching, and the ability to identify problems of students, with regularly certificated personnel being rated higher in all three categories.

A close inspection of the responses in all 20 categories seems to indicate that a relatively large number of superintendents rated provisionally certificated personnel as less satisfactory than regularly certificated personnel. In a few cases, provisionally certificated personnel were rated more satisfactory. However, the majority of superintendents rated them equal.

It would appear, therefore, that, in most cases, the performance of provisionally certificated personnel is perceived as being the same as that of regularly certificated personnel. However, in those cases where a difference is noted, regularly certificated personnel are most apt to be rated higher in performance than provisionally certificated personnel.

The response patterns of all 20 categories were analyzed by the X^2 technique and found to be significant at the .001 level or better.

In Part C of the superintendents' questionnaire, the trend of questioning shifts away from the status and efficiency of provisionally certificated personnel. The superintendents polled are asked in Part C whether less salary or fringe benefits would be provided provisionally certificated personnel if the state aid formula was changed to provide less

funds for students taught by provisionally certificated personnel. The response, as noted in Table 25, appears to offer no clear-cut trends inasmuch as almost as many people said "yes" as "no." The significant aspect of the response seems to be the fact that more superintendents did not respond "yes" to a question somewhat loaded to elicit "yes" responses.

The opinions of superintendents regarding the factors preventing provisionally certificated personnel from obtaining a regular certificate are explored in Table 26, Part 1. A value of three was awarded to every first choice, a value of two to every second choice, and a value of one to every third choice. A total sum was calculated for each factor and this sum was divided by 83 to arrive at a mean value for each factor. Each factor was then ranked in descending order based on this mean value.

An inspection of the table indicates that the first and second ranked factors are similar. Factor 60 (Teaching was a secondary career choice) and Factor 64 (Late career choice) are logically related, inasmuch as they both indicate a lack of attention to teaching as a career while attending school. The mean values attached to the remaining factors are about as expected and appear reasonable.

Table 25

Provision of Salary and Fringe Benefits

C. Would you provide less salary and fringe benefits for provisonally certificated personnel if the state aid formula were changed to provide less funds for students taught by provisionally certificated teachers?

Response	% of Total
Yes	43.37
No	48.19
No response	8.43

Table 26

Motivational Factors

D. In your opinion, what are the three major factors preventing a prospective teacher from fulfilling the requirements for a regular certificate? Please indicate which of the following are the most important factors by ranking them in order. Place a "1" beside the most important factor, a "2" beside the second most important, and a "3" beside the third most important.

Factor	Mean	Rank
57. Lack of information regarding requirements	.53	4
58. Attended college in another state	.46	8
59. Lack of interest while at college	.51	5
60. Teaching was a secondary career choice	1.67	1
61. Military service	.07	12.5
62. Marriage before completion of requirements	.60	3
63. Maternity or child-rearing	.31	10.5
64. Late career choice	1.28	2
65. Ill health	.07	12.5
66. Moved to Illinois from another state where certified	.50	6
67. Forced to leave college before completing requirements	.49	7
68. Lack of access to teacher training institutions	.33	9
69. Other (please specify)	.31	10.5

Summary

The findings in Section II appear to indicate that in the majority of the school districts polled, regularly certificated teachers and provisionally certificated teachers are treated alike with regard to sixteen out of the eighteen categories noted on Table 1. In the two remaining categories, regularly certificated teachers appear to be given preference by a wide margin. It would appear that especially when employing teachers initially and considering them for promotion, regularly certificated teachers are almost always given preferential treatment.

In terms of job efficiency, it seems that while regularly certificated and provisionally certificated are considered equally efficient by a majority of the superintendents polled with respect to all 20 categories noted in Table 3, a significant number of superintendents rated provisionally certificated personnel as less satisfactory than regularly certificated personnel. In no category was a mean value larger than 2.00 obtained. Moreover, this value was achieved in only one category.

Judging from the results contained in Table 5, superintendents seem to feel that the basic factor preventing a teacher from fulfilling the requirements for a regular certificate is that teaching is often a late or secondary career choice.

IV. CONFLICT AND CONSENSUS

To review all the data contained in Sections Two and Three of this study would be grossly redundant. However, it appears useful to emphasize that, in at least one area, there was a high degree of consensus between the responses of the teachers polled and the responses of the superintendents polled. In two other areas there was a high degree of conflict.

The two areas in which an apparent conflict of viewpoints appeared to occur included (1) the status of provisionally certificated personnel; and (2) the efficiency of provisionally certificated personnel.

The area in which a high degree of consensus was found dealt with the reasons for a lack of a regular certificate on the part of provisionally certificated teachers. Both the superintendents and teachers polled seem to feel that a primary reason for the lack of a regular certificate is the fact that teaching is often a late or secondary career choice.

If we go a step further and compare the results of this portion of the overall study of provisionally certificated personnel with the results contained in other portions of the study, several additional areas of both conflict and consensus also become evident. It is not our intention to discuss them at this point. But it is important to bring the fact that they exist out into the open. Problems may or may not appear different when viewed from varying perspectives. The initial assumptions of a group may or may not prove to be true. As a consequence, the wisdom of making

decisions affecting large numbers of persons, only after consulting those affected, appears to be borne out. It is intended that this practice shall be continued and broadened in dealing with all future matters affecting Illinois teachers.

V. APPENDIXES

Name Social Security No. OSPI Code

SURVEY OF SELECTED PROVISIONALLY CERTIFICATED TEACHERS

A. Please indicate which of the following were the three (3) most important considerations in your choice of teaching as a career. Rank them in order by placing a "1" beside the most important consideration, a "2" beside the second most important, and a "3" beside the third most important.

18. _____ Opportunity for rendering important service
19. _____ Financial rewards
20. _____ Job security
21. _____ Other desirable job factors (nine-month year, holidays, etc.)
22. _____ Stop-gap until marriage
23. _____ Example set by a favorite teacher
24. _____ Found previous line of work unrewarding
25. _____ Easiest preparation program in college
26. _____ A tradition in my family
27. _____ Long term ambition
28. _____ Desire to work with young people
29. _____ Ready availability of teaching job
30. _____ Interest in a subject matter field
31. _____ Other reason (please specify) _____

B. How did you first learn about Illinois state certification requirements? CHECK ONE

32.
1 _____ College
2 _____ Counselor
3 _____ County Superintendent
4 _____ District Superintendent
5 _____ Other (please specify) _____
6 _____ State Bulletin
7 _____ Teacher Certification Board
8 _____ Friend
9 _____ Teacher

C. When did you first learn about Illinois state certification requirements? CHECK ONE

33.
1 _____ High School
2 _____ College
3 _____ After College, five years or less
4 _____ After College, six years or more

D. When did you first decide to become a teacher? CHECK ONE

34.
1 _____ High School or earlier
2 _____ After High School, but before entering College
3 _____ College
4 _____ After College, but before entering another profession
5 _____ After working at another profession for a period of time

E. In your opinion, how adequately are you prepared for the position you now hold? CHECK ONE

35. 1_____ Poorly prepared
2_____ Not too well prepared
3_____ Fairly well prepared
4_____ Well prepared
5_____ Extremely well prepared

F. How important is it for you in terms of job security, personal satisfaction, etc. to obtain a regular certificate as soon as possible? CHECK ONE

36. 1_____ Very important
2_____ Important
3_____ Fairly important
4_____ Not too important
5_____ Not important at all

G. How much opportunity do you have to use your major field in your present position? CHECK ONE

37. 1_____ No
2_____ Very little
3_____ Some
4_____ Frequent
5_____ Very frequent

H. Do you prefer teaching to working in the area of your noneducational major? CHECK ONE

38. 1_____ Yes 2_____ No 3_____ Not sure

I. How much would holding a regular certificate help you to use your noneducational major as such openings and/or opportunities arise in your school system? CHECK ONE

39. 1_____ Not at all
2_____ Very little
3_____ Some help
4_____ Moderately helpful
5_____ Extremely helpful

J. To what extent do you feel additional course work in educational methods would assist you in the performance of your duties? CHECK ONE

40. 1_____ Not at all
2_____ Very little
3_____ Some help
4_____ Moderately helpful
5_____ Extremely helpful

K. In your opinion, how much would additional course work in content areas other than education assist you to improve your teaching? CHECK ONE

41. 1_____ Not at all
2_____ Very little
3_____ Some help
4_____ Moderately helpful
5_____ Extremely helpful

L. To what extent do you participate in programs involving educational innovation (for example, team teaching, new math, initial teaching alphabet) in your school district? CHECK ONE

42. 1_____ Much more than regularly certificated teachers
2_____ Somewhat more than regularly certificated teachers
3_____ Same frequency as regularly certificated teachers
4_____ Less than regularly certificated teachers
5_____ Not at all

Comments: _____

M. How regularly are you involved in the initiation of new educational programs and procedures in your school district? CHECK ONE

43. 1_____ Much more than regularly certificated teachers
2_____ Somewhat more than regularly certificated teachers
3_____ Same frequency as regularly certificated teachers
4_____ Less than regularly certificated teachers
5_____ Not at all

Comments: _____

_____

If you have not fulfilled the student teaching requirement, answer question N.
If you have fulfilled the student teaching requirement, answer question O.

N. In your opinion, how much would a course in student teaching assist you to improve your teaching performance? CHECK ONE

44. 1_____ Not at all
2_____ Very little
3_____ Some help
4_____ Moderately helpful
5_____ Extremely helpful

O. In your opinion, how much did your course in student teaching assist you to improve your teaching performance? CHECK ONE

45. 1_____ Not at all
2_____ Very little
3_____ Some help
4_____ Moderately helpful
5_____ Extremely helpful

P. Listed below are several general items pertaining to the treatment of teachers. Indicate next to each item whether in your opinion, provisionally certificated teachers are given preferential treatment, whether no preference is shown, or whether regularly certificated teachers are given preferential treatment with respect to the items noted. Please answer <u>all</u> items by placing a check in the appropriate box.

	Provisionally certificated teachers given preference	No preference shown	Regularly certificated teachers given preference
46. Opportunity to receive supervisory assistance			
47. Opportunity to participate in school and district committees			
48. Opportunity to participate in professional negotiations			
49. Initial employment			
50. Assignment to school and grade			
51. Salary			
52. Fringe benefits			
53. Retirement benefits			
54. Total workload			
55. Leaves of absence			
56. Working conditions			
57. Opportunity to participate in leadership activities - team leader, etc.			
58. Opportunity to participate in development of policies			
59. Freedom in teaching			
60. Opportunities for promotion			
61. Amount of time and effort devoted to evaluating teachers' performance			
62. Transfer opportunities			
63. In-service training			
	(Code 1)	(Code 2)	(Code 3)

Q. Were appropriate courses to meet the requirements for certification in Illinois offered by the undergraduate institution you attended?

64. 1_____ Yes 2_____ No 3_____ Don't know

R. Were these courses available to you?

65. 1_____ Yes 2_____ No 3_____ Don't know

If yes, which of the following causes prevented you from completing these courses?

66._____ Met certification requirements of home state
67._____ Military service
68._____ Financial need
69._____ Illness
70._____ Enrolled in another major course
71._____ Other (please specify) _____

S. How many more years do you intend to teach?

72. 1_____ 1-5 years 2_____ 6-10 years 3_____ 11 or more 4_____ uncertain

T. In your opinion, what could the Office of the Superintendent of Public Instruction do to assist provisional teachers in obtaining regular certificates?

_____

_____

_____

_____

U. In your opinion, what could the teacher preparation institutions do to assist provisional teachers in obtaining regular certificates?

_____

_____

_____

V. What specific courses would be most useful for provisional teachers?

_____

_____

_____

W. What alternatives to the current certification system would you suggest?

_____

_____

_____

Please feel free to add any additional comments on the back of this sheet.

THANK YOU FOR YOUR HELP!

Upon completion, return this form in the stamped, self-addressed envelope to the Department of Educational Research, Office of the Superintendent of Public Instruction, 325 South Fifth Street, Springfield, Illinois 62706.

Name _____ Code No. -OSPI Use _____

SURVEY OF SELECTED SUPERINTENDENTS REGARDING PROVISIONALLY CERTIFICATED PERSONNEL

A. In your opinion, how does the treatment of provisionally certificated personnel differ from the treatment of regularly certificated personnel in your district with regard to each of the following categories? Please indicate by placing a check in the appropriate column. Answer all items in Section A. Place a check in Section B only if a particular response in Section A is based on a definite district policy.

	Section A			Section B
	Provisional teachers given preference	No preference shown	Regularly certificated teachers given preference	Check if this is a district policy
18. Opportunity to receive supervisory assistance				
19. Opportunity to participate in school and district committees				
20. Opportunity to participate in professional negotiations				
21. Initial employment				
22. Assignment to school and grade				
23. Salary				
24. Fringe benefits				
25. Retirement benefits				
26. Total workload				
27. Leaves of absence				
28. Working conditions				
29. Opportunity to participate in leadership activities - team leader, etc.				
30. Opportunity to participate in development of policies				
31. Freedom in teaching				
32. Opportunities for promotion				
33. Amount of time and effort devoted to evaluating teachers' performance				
34. Transfer opportunities				
35. In-service training				
	(Code 1)	(Code 2)	(Code 3)	(Code 4)

B. In your opinion, how do provisionally certificated personnel compare to regularly certificated personnel in the following categories? Put a mark in one category only after each item.

	Less satisfactory than regularly certificated personnel	Same as regularly certificated personnel	More satisfactory than regularly certificated personnel
36. Length of service			
37. Stability			
38. Attendance			
39. Promptness			
40. Regard for Legal responsibilities			
41. Lesson planning			
42. Knowledge of content			
43. Up-to-dateness of information			
44. Classroom management			
45. Rapport with students			
46. Meeting individual needs			
47. Identification of problems of students			
48. Pupil achievement			
49. Effectiveness in interpreting the school program			
50. Parent relations			
51. Staff relations			
52. Development of curriculum materials			
53. Ability to appraise the effects of teaching			
54. Enthusiasm for teaching			
55. Overall job performance			
	(Code 1)	(Code 2)	(Code 3)

C. Would you provide less salary and fringe benefits for provisionally certificated personnel if the state aid formula were changed to provide less funds for students taught by provisionally certificated teachers.

56. _____ Yes _____ No
(1) (2)

D. In your opinion, what are the three major factors preventing a prospective teacher from fulfilling the requirements for a regular certificate? Please indicate which of the following are the most important factors by ranking them in order. Place a "1" beside the most important factor, a "2" beside the second most important, and a "3" beside the third most important.

57. _____ Lack of information regarding requirements
58. _____ Attended college in another state
59. _____ Lack of interest while at college
60. _____ Teaching was a secondary career choice
61. _____ Military service
62. _____ Marriage before completion of requirements
63. _____ Maternity or child-rearing
64. _____ Late career choice
65. _____ Ill health
66. _____ Moved to Illinois from another state where certified
67. _____ Forced to leave college before completing requirements
68. _____ Lack of access to teacher training institutions
69. _____ Other (please specify) _____